

# 2023 Office Hours Attendee Reminders

- **You must connect to your computer's audio or telephone using the phone number provided in the registration response email for TEAMs.**
- All attendees will be placed on mute for the duration of the webinar.
- To ask questions, please select the **Raise your Hand** button when prompted and you will be able to ask your question.
- Questions will be addressed by the presenters during the session.
- This session is being recorded and will be posted to the [training](#) page of the CSDE Assessment website.





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Office Hours

Smarter Balanced, NGSS and the  
Alternate Assessment System

March 30, 2023



# CSDE Assessment Staff - Contact Information

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# Cambium Assessment, Inc. (CAI)

Connecticut Help Desk

844-202-7583

[cthelpdesk@cambiumassessment.com](mailto:cthelpdesk@cambiumassessment.com)

The Help Desk is open Monday – Friday 7:00 a.m. to 7:00 p.m.  
during testing.

## CAI Project Team

Jen Chou, Program Director

Marie Musumeci, Senior Program Coordinator

Christine June, Program Assistant



# Office Hours

## What are the Details?

- Every Thursday through June at 3 p.m.
- TEAMS invite sent recently to all District Administrators.
- Feel free to forward the invite to relevant staff.
- Office Hours are **optional**.



# Presentation Overview

- General Updates
- 2023 Calendar for Special Considerations
- Participation Reminders
- PSIS and CT-SEDS
- Preparation Reminders
- Accessibility Reminders
- Special Documented Accommodations
- Connecticut Alternate Assessment System



# Testing Numbers as of Yesterday

Summative Counts as of 5:00 AM; 03/29/23		
Program	Tests Started	Tests Completed
Smarter Balanced	5,626	2,763
NGSS	7,213	5,084
CTAS	29	25
CTAA	112	66
CAAELP	2,667	2,607
Total	15,647	10,545



# Important Reminders

- All materials posted to the Connecticut Comprehensive Assessment Program Portal:  
<https://ct.portal.cambiumast.com/>
- Paper TAMs/TCM were delivered in late January. If your district did not receive them or needs more, please contact the Cambium Help Desk.
- The testing window runs until June 2, 2023.
- There is a [Test Administrator Training](#) developed for districts that can be used (partially or as a whole) when preparing staff for statewide assessments.





# Prelim Results Delivery

- All results (NGSS, Smarter, CTAS and CTAA) will be posted by mid-June.
- CSDE will likely be providing results taken earlier in the window on a “rolling release” in the [Centralized Reporting System](#) (CRS). This will be dependent on the quality control process, so a hard date has not been set. However, it likely will happen sometime in May.

Refer to the [Monitoring Test Progress: Test Status Code Report and Test Completion Rates](#) and [Accessing Participation Reports](#) brochures for details to monitor testing this spring.



# 2022-23 Calendar for Special Considerations

	Deadline	Delivery Method
<b>Designated Supports/Accommodations</b>	Must be entered in TIDE prior to testing unless selected in an implemented/active IEP/504 in CT-SEDS	TIDE
<b>Special Documented Accommodations</b> (See Appendix C of the <a href="#">Assessment Guidelines</a> )	Petitions must be requested/submitted by March 1, 2023, unless accommodations are selected in an implemented/active IEP/504 in CT-SEDS.	
<b>Medical Exemptions</b> (See Appendix B of the <a href="#">Assessment Guidelines</a> )	May 5, 2023 - Connecticut SAT School Day June 9, 2023 - Smarter Balanced, NGSS, Connecticut Alternate Assessments	DA Requests Application from CSDE



# PSIS Reminders

The Public School Information System (PSIS) drives information about students in TIDE.

- The PSIS Testing Demographics for SPED, FRL, EL, Military Family, and Homeless values were loaded in November 2022.
- The values for Recently Arrived EL and Section 504 were not pulled from Freeze Zero. These must be set in the PSIS Registration Module.
- Student demographic values will be saved, and the fields locked in PSIS on June 2, 2023. All changes to a student's status at the time of testing must be made by June 2, 2023.
- Student's grade in PSIS is that grade in which the test is given.
- **Accommodations are available only to students recorded in PSIS as Special Education or Section 504.**



# CT-SEDS and TIDE

- The sync between implemented/active IEP/504 plans in CT-SEDS and TIDE occurs nightly. This **does not apply** to the CT SAT School Day.
- The Special Education/504 Indicator must be turned on in PSIS for these accommodations.
- The IEP is the source of truth. If there are changes regarding a student's designated support/accommodation, they have to be documented through an implemented/active IEP or IEP amendment. Do not apply these edits in TIDE manually.
- Once the amendment is implemented/active, any *new* accommodations will sync with TIDE.
- If the amended/revised IEP/504 indicates the **removal** of a designated support/accommodation in CT-SEDS, it will not be automatically removed in TIDE. Therefore, it is recommended that the DA/DC manually remove them from the student's profile.
  - ❑ The removal of a Special Documented Accommodation (e.g., Read Aloud, Scribe, Math Manipulatives) in TIDE can only be deactivated by the CSDE and Cambium. Please email Deirdre or Janet and provide the student SASID (no names) and accommodation type.



# CT-SEDS and TIDE

- If you identify accommodation discrepancies within an implemented/active IEP/504 plan in CT-SEDS and TIDE, please email Deirdre or Janet, and provide the student SASID (no names) and accommodation type.
- It is recommended that districts develop a local process for reviewing, tracking, and updating discrepancies in CT-SEDS and TIDE.

Refer to [CT-SEDS to TIDE Designated Supports/Accommodation Sync FAQ](#) for more information.



# Participation Reminders

Participation expectations for Smarter Balanced, NGSS, and Connecticut SAT School Day include testing all students:

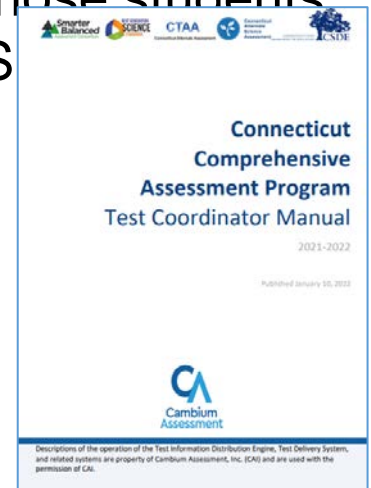
- Enrolled in the Public School Information System (PSIS) in Grades 3-8 and 11.
- Enrolled in PSIS attending Approved Private Special Education Programs (APSEPs).
- Enrolled in PSIS who are being educated in out-of-state facilities, in-state facilities, and non-approved facilities.

Refer to the [Students in PSIS Who Attend Out-of-State and In-State Non-Approved Facilities](#) brochure.



# Preparation Reminders

- ✓ Confirm grade and testing demographics in PSIS (Special Education, 504, EL/ML).
- ✓ Enter/upload TIDE test settings (both embedded and non-embedded) prior to testing for general education and EL/MLs and those students with IEP/504 plans not implemented/active in CT-SEDS
- ✓ Review and distribute manuals.
  - [Test Coordinator Manual](#)
  - [CTAA User Guide](#)
  - [NGSS TAM](#)
  - [Smarter Balanced TAM](#)
  - [Connecticut Alternate Assessment \(CTAA\) TAM](#)
  - [Connecticut Alternate Science Assessment \(CTAS\) TAM](#)



# Preparation Reminders

- [CTAA TAM](#)

- Directions for Test Administration (DTA) for ELA and Math (available to TEAs via TIDE Test Secure Materials tab or Secure Inbox) are required.
- Secure PDFs of CTAA Math and ELA (available to TEAs via TIDE Secure Test Materials tab or Secure Inbox) are available if appropriate.

- [CTAS TAM](#)

- CTAS Performance Tasks, Resource Packets, Student Score Worksheets (available on the portal- [CTAS Required Materials](#))

- Assign user roles and conduct training.

- [Refer to the TIDE User Guide for Roles and Permissions.](#)
- Refer to the [2023 District Administrator Training](#) for key points.
- TEAs complete required annual, online training for test administration of CTAA and CTAS. [Training and resources](#) are available on the portal.





# Preparation Reminders



- ❑ Prepare the test setting (e.g., small group, lighting, testing devices, assistive technology etc.).
- ❑ Set up a practice test experience for all students (taking both the standard and alternate assessments) and model how to use universal tools, designated supports, and accommodations with those students using them.
- ❑ Order paper materials in advance of testing (Large Print and Braille) in TIDE (DA-only function) and select the Large Print/Braille in the non-embedded section of the student's TIDE dashboard.
- ❑ Work with your Technology Coordinator to ensure the functionality of assistive technology. (Reminder: Set Permissive Mode in TIDE.)
- ❑ Refer to the [Technology Guide](#) available on the portal for details.
- ❑ Work with Case Managers to cross check accommodations in CT-SEDS with those in TIDE prior to testing.
- ❑ Work with EL/ML Coordinators/Teachers to ensure that appropriate language supports are considered per student need, use during instruction, and availability on statewide assessments.

**Questions**



# Universal Tools:

Available to ALL students

## Embedded

- Breaks
- Desmos Calculator (Math Grades 6-8; Science Grades 5, 8, & 11)
- Digital Notepad
- English Glossary^
- Expanded Passages/Stimuli/Items
- Highlighter
- [Keyboard Commands](#)
- Line Reader
- Mark for Review
- Math Tools
- Strikethrough
- Writing Tools
- Zoom
- NGSS Periodic Table (Grades 8 & 11) English

## Non-Embedded

- Breaks
- Calculator (Science Grades 5, 8, & 11)
- Scratch Paper/whiteboard with marker
- NGSS Periodic Table (Grades 8 & 11) [English](#) and [Spanish](#)\*

## Designated Supports:

### Embedded

- Color Contrast \***Updated!**
- Masking
- Mouse Pointer
- Print Size Online
- Spanish Presentation (Math) (Stacked) \*
- Spanish Presentation (Science) (Toggle) \*
- Streamline
- Text-to-Speech- Science, Math & ELA Items (NOT ELA Reading Passages)
- Text-to-Speech-Spanish (Math, Science) \***Updated!**
- [Translations Glossary](#) (Math) (Includes Illustration Glossary as an available language support) \*
- Turn off any universal accessibility tool

Available to ANY student with a need determined by educators

### Non-Embedded

- Amplification
- Bilingual Dictionary (Science) \*
- Color Contrast
- Color Overlay
- Magnification
- Native Language Reader Directions (Science) \*
- Noise Buffer
- Read Aloud~ [Review the Read Aloud Guidelines](#)
- Read Aloud in Spanish (Math, Science) \*~ [Review the Guidelines for Spanish Read Aloud, Test Reader](#)
- Separate Setting
- [Simplified Test Directions](#)^
- [Translation Glossary](#) (Math) \* (Includes Illustrative Glossary as an available language support) (**Note: These must be requested through Helpdesk and accompany a large-print test booklet.**)
- [Smarter Balanced Translation Test Directions](#)\* (Math, ELA)^
- Native Reader of Test Directions \* (teacher script from the Smarter Balanced/NGSS Test Administration Manual)

## Accommodations:

### Embedded

- American Sign Language (Video)^
- Braille Type
- Braille Transcript (ELA Listening)
- Closed Captioning (ELA Listening)
- Permissive Mode (compatible third-party accessibility software)
- Refreshable Braille
- Speech-to-Text
- Text-to-Speech ELA Reading Passages (Grades 3-8); Complete the [Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages](#)

### Non-Embedded

- [100s Number Table](#) (Grades 3-8)
- Abacus
- Alternate Response Options
- Braille Booklet (Only UEB/UEB Nemeth)
- [Calculator \(Math Grades 6-8\) #](#)
- [Customized Accommodations](#) ~# (Contact the CSDE)
- [Human Signer for ELA, Math, and/or Science Items](#) ~#
- [Human Signer for ELA Reading Passages \(Grades 3-8\)](#) ~#
- Large Print Booklet
- [Manipulatives \(Math, Grades 3-8\) #](#)
- [Multiplication Table](#) (Grades 3-8)
- [Print on Demand](#) # (Contact the CSDE)
- [Read Aloud ELA Reading Passages \(Grades 3-8\)](#) ~# Complete the [Documented Evidence for a Read Aloud of the Smarter Balanced ELA Reading Passages](#)
- [Scribe](#) ~#
- Specialized Calculator (Braille/Talking Calculator) (Math Grades 6-8; Science Grades 5, 8, & 11)

Available to students with an IEP or 504 Plan

# Requires Petition for Approval of Special Documented Accommodations unless the accommodation(s) and IEP are finalized in CT-SEDS prior to March 1, 2023.

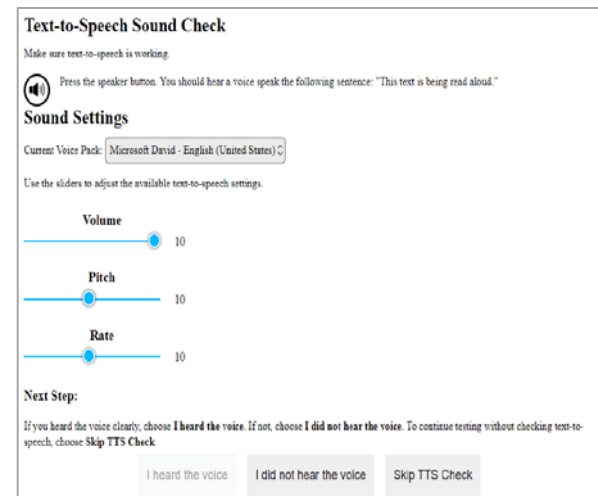
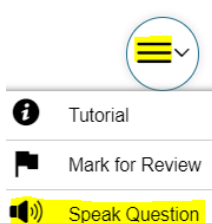
^ NOT available for Science  
~ Requires Trained Educator  
\*Suggested for English learners/multilingual learners (ELs/MLs)

# Text-to-Speech Reminders

- Set up a practice opportunity for students using Text-to-Speech (TTS).
- Students will need headsets unless testing in a 1:1 setting.
- Ensure that students know how to control the speed, as well as raise or lower the volume of the voice via a volume control. Students can also adjust using the System Settings icon.



- Show students how to activate the audio.



This audio check appears when students sign onto the test. Students can make adjustments here, or by selecting the System Settings icon (shown on the left).

# Text-to-Speech and Other English Learner Supports

- TTS is available in English for all test items.
- TTS is available in Spanish. Be sure to download the Spanish Voice Pack on the student's device.
  - For NGSS, set TTS to Stimuli & Items for Science and set presentation to Spanish Toggle.
  - For Math, set TTS to Stimuli & Items and set presentation to Math stacked. The English presentation of item is followed by Spanish presentation (Note: involves substantial scrolling, additional time may be required).
  - Students Spanish presentation for math and science can also receive a human reader in Spanish in a 1:1 test setting if a bilingual Spanish proctor is available. The teacher must read verbatim the text in stacked/toggle presentation.
- For a complete listing of available supports for English learners, refer to:
  - [The Embedded and Non-Embedded Designated Supports for English Learners brochure](#)
  - [Translation Glossary \(Math\) brochure](#)
  - [Translated Directions](#) for Math and ELA
  - [Simplified Test Directions](#) (Math/ELA)
  - [Bilingual Dictionary](#) (NGSS)
  - Periodic Table (NGSS) [Spanish](#)
  - [The Assessment Guidelines](#) (pages 27-30)



# Speech-to-Text Reminders

- This accommodation allows students to orally dictate their responses to Smarter Balanced open-ended items using Cambium Assessment's internal speech-to-text software.
- Activate this accommodation in TIDE.
- When students access the Secure Browser, they will receive a prompt to test the functionality of their audio and microphone.

Embedded Accommodation	ELA
American Sign Language Video	<input type="button" value="OFF"/>
Audio Transcriptions	<input type="button" value="OFF"/>
Braille Type	Not Applicable
Closed Captioning	<input type="button" value="OFF"/>
Presentation (Designated Supports and Accommodations)	English
Print On Demand	None
Read Aloud (Passages)	<input type="button" value="OFF"/>
Scribe	<input type="button" value="OFF"/>
Speech-to-Text	<input type="button" value="ON"/>

## Microphone Check

Make sure your microphone is working



1. To start recording, press the Microphone button.
2. Say your name into your microphone.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.

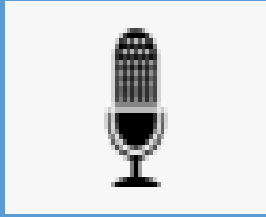


### Next Step:

If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.



# Speech-to-Text Reminders



- A microphone icon will appear below any item text box that requires a written response.
- When the student selects the microphone, they will dictate their verbal response as the system transcribes the voiced message in the text box.

You need 120 pieces of chalk for Art Day. Your teacher has 6 boxes of chalk. Each box has 18 pieces of chalk. Is this enough chalk for Art Day?

Explain the steps you used to figure this out.

A toolbar for a rich text editor containing icons for bold, italic, underline, strikethrough, bulleted list, numbered list, indent, outdent, link, unlink, undo, redo, speech-to-text (microphone icon), and a language selector (Omega symbol).

This is a test.

# What are Special Documented Accommodations?

In exceptional circumstances, there may be a student whose disabilities are such that the allowable embedded and non-embedded accommodations listed in the Assessment Guidelines would be insufficient to provide access to the Smarter Balanced and NGSS Assessments (e.g., significant and complex physical, visual, or print disabilities). These specialized, non-standard accommodations may include:

- Read Aloud of Reading Passages\*
- Human Signer/Visual Support (Items and/or passages)
- Scribe
- Print on Demand
- Manipulatives (Math, Grades 3-8)
- Hand-held calculator (Math, Grades 6-8) for calculator-allowed items
- Customized



\*Requires the completion of the [Documented Evidence for a Read Aloud of the Smarter Balanced ELA Reading Passages](#) and is maintained locally with the student records..





# Concerns Regarding the Selection of Special Documented Accommodations in CT-SEDS

- There is an over selection of Special Documented Accommodations in CT-SEDS (e.g., scribe, read aloud of ELA reading passages, non-embedded calculator).
- The selection of a special documented accommodation requires evidence in the IEP/504 plan that the student requires the non-standard accommodations and uses them consistently during instruction. The PPT/504 Team must select the attestation check box in the special documented accommodations section of the IEP/504 plan to confirm appropriateness.
- Designated supports and accommodations are not one-size fits all nor should they be selected without careful consideration of student need in conjunction with the purpose and functionality of the support/accommodation in the context of state-wide assessments. Refer to the [Assessment Guidelines](#) for more information.
- Students receiving special documented accommodations must be tested individually in a 1:1 test setting by a trained teacher.
- Teachers must be trained locally and review appropriate guidelines and protocols associated with the approved accommodation, in addition to other manuals such as the [Smarter Balanced](#) or [NGSS Test Administration Manual](#).



# Guidelines, Protocols, and Test Security/Confidentiality Forms

## Special Documented Accommodations Resources for Proctors Providing Non-Standard Accommodations

When the PPT/504 plan rules out that a student's needs cannot be met through the standard supports/accommodations, there are specific guidelines that must be provided to the teacher (and reviewed/signed by teacher administering the accommodation(s)) prior to testing.

Accommodation Type	Resources Required for Review by Test Administrator prior to Testing
Scribe	<a href="#">Scribe Protocol</a>
Human Signer/Visual Support for ELA or Math	<ul style="list-style-type: none"><li>• <a href="#">Smarter Balanced/NGSS Guidelines for Read Aloud Test Reader</a></li><li>• <a href="#">Documented Evidence of a Read Aloud of the Smarter Balanced ELA Reading Passages</a></li><li>• <a href="#">Read Aloud Protocol</a></li></ul>
Human Signer/Visual Support for ELA Reading Passages	<ul style="list-style-type: none"><li>• <a href="#">Smarter Balanced/NGSS Guidelines for Read Aloud Test Reader</a></li><li>• <a href="#">Documented Evidence of a Read Aloud of the Smarter Balanced ELA Reading Passages</a></li><li>• <a href="#">Read Aloud Protocol</a> (maintain locally in student file)</li></ul>
Math Manipulatives (Grades 3-8)	<a href="#">Math Manipulatives brochure</a>
Non-Embedded Calculator (Math Grades 6-8)	This non-standard accommodation is <u>only permitted</u> for the calculator Segment 1 of the Smarter Balanced Math Assessment and the Math Performance Task in Grades 6-8. Refer to Page 38 and <a href="#">Appendix A</a> of the <a href="#">Assessment Guidelines</a> for details related to calculator specifications.

# Additional Accommodation Reminders

- PPTs should review and confirm that designated supports and accommodations are not conflicting when selecting them for statewide testing. For example, selecting:
  - Embedded Text-to-Speech and Non-Embedded Read Aloud
  - Embedded Speech-to-Text and Scribe
  - Embedded Color Contrast and Non-Embedded Color Contrast or Color Overlay
  - Braille Booklet and Large Print
  - Specialized Calculator (Grade 6-8 Math or Science Grades 5, 8, 11), which is a Braille/Talking Calculator, and Calculator (Math Grade 6-8 Special Documented Accommodation)



**Questions**



# Connecticut Alternate Assessment System



**Connecticut  
Alternate  
Science  
Assessment**

**CTAA**

**Connecticut Alternate Assessment**

# 2022-23 Calendar for Alternate Assessments

	Grade(s)	Deadline	Delivery Method
<b>CT Alternate Assessment Eligibility Form</b>	3-8, 11	March 1* Eligible students in Grades 3-8; and extended deadline for newly eligible Grade 11 students	Data Entry Interface
<b>Connecticut Alternate Assessment (CTAA)</b>	3-8 and 11	March 27-June 2	Online Test Delivery System
<b>Submission of the CTAS Student Score Worksheet</b>	5, 8, and 11	March 27-June 2	Data Entry Interface

\*Eligibility forms for eligible students in Grade 11 and dually identified English learners/multilingual learners and students with disabilities (Grades 3-8 and 11) were due on December 23, 2022. When forms are submitted after March 1, 2023, DA's must notify the CT Help Desk to request the activation of the Alternate Flag Indicator. Otherwise, students will not have access to the Alternate Assessments.



# Data Entry Interface (DEI)

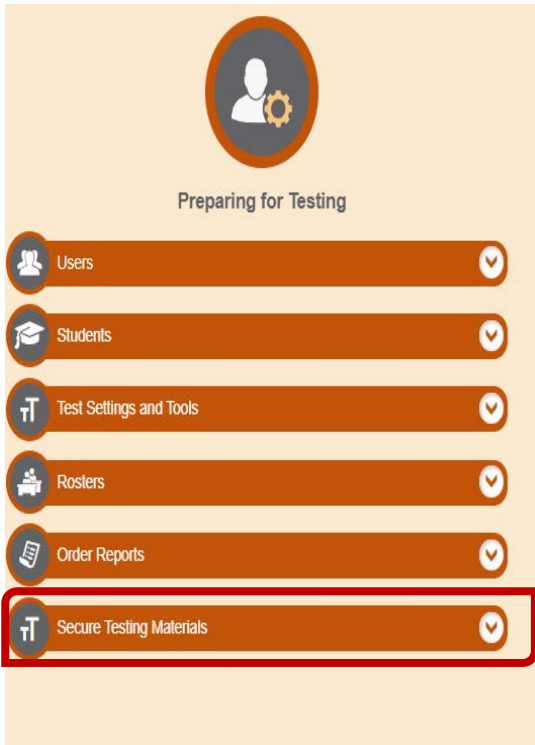
There are specific instructions for the submission of tests using the Data Entry Interface. Refer to the [How to Access the Data Entry Interface](#) brochure for details.

This system is used for the following purposes:

- Submitting the Connecticut Alternate Assessment System Eligibility Form
- Submitting the CTAS Student Score Worksheet
- Submitting transcribed student responses from paper tests (Large Print and Braille)



# Secure Alternate Assessment Materials



- Secure Test Materials can only be accessed by a trained TEA or a DA.
- Materials are posted to TIDE in the Secure Materials Tab or the Secure Inbox.
- Resources include:
  - Secure Directions for Test Administration (DTAs) (grade and subject specific) **Required**
  - Secure PDFs of the CTAA Math and ELA (grade specific)
  - All materials must be securely stored when not in use
  - Requires secure shredding upon completion



The image shows a file management interface with a table of files. The table has columns for 'File Name', 'Created On', 'Expiration Date', 'Expires In', and 'Actions'. The files listed are all 'Grade 11 CTNA Directions for Test Administration.zip' files, each with a 'Download' button and a trash icon.

File Name	Created On	Expiration Date	Expires In	Actions
Grade 11 CTNA Directions for Test Administration.zip	3/1/2017 4:38:39 PM		118	Download
Grade 8 CTNA Directions for Test Administration.zip	3/1/2017 3:46:58 PM		118	Download
Grade 7 CTNA Directions for Test Administration.zip	3/1/2017 3:46:54 PM		118	Download
Grade 6 CTNA Directions for Test Administration.zip	3/1/2017 3:43:40 PM		118	Download
Grade 5 CTNA Directions for Test Administration.zip	3/1/2017 3:43:10 PM		118	Download
Grade 4 CTNA Directions for Test Administration.zip	3/1/2017 3:42:34 PM		118	Download
Grade 3 CTNA Directions for Test Administration.zip	3/1/2017 2:43:28 PM		118	Download





# 2022-23 Connecticut Early Stopping Rule & Student Response Check

A small percentage of students with the most significant cognitive and adaptive behavioral needs are reported by their teachers to have no observable way to communicate responses to participate in classroom or large-scale assessments.

Trained teachers (TEAs) may follow the newly established [2022-23 Connecticut Early Stopping Rule & Student Response Check](#).

This process was developed by the CSDE to determine if testing should be paused for those students who do not demonstrate an observable mode of communication.



# General Characteristics of students Eligible for the ESR

- Students who are typically eligible for the ESR receive some of the most complex supports for their needs even when compared to their peers with significant cognitive disabilities who are also participating in the alternate assessments.
- Students who are typically eligible for the ESR have
  - an uncertain response to stimuli
  - the most significant adaptive behavioral needs
  - not yet established a mode of communication
  - a pervasive need for adult support throughout their lives
  - IEPs that often focus on medical and functional needs

**Note: Students demonstrating behavioral issues (e.g., refusal, aggression, disruption) do not qualify.**



# Early Stopping Rule Reminders

- ❑ Between December 1 and February 1, 2023, TEAs conducted the Student Response Check and DAs submitted the Attestation Form by March 1, 2023.
- ❑ Students approved for ESR will have their assessments closed by Cambium Assessments.
- ❑ DAs can confirm approved ESR status in the Monitoring Test Progress in TIDE. The student will have the Participation Code 102 indicated if students were approved.
  - ✓ Students will count as a participant for accountability but students will be categorized in the below basic performance category for reporting.
- ❑ Remember, this applies to CAAELP, CTAA, and CTAS.



# Alternate Assessment System Training Requirements

- Connecticut Alternate Assessment Training must be completed **annually by certified educators administering the alternate (TEAs)**.
- Training is online and available on the [Alternate Assessment web page](#) on the portal.
- TEAs must complete and pass the end-of-training quiz with a score of at least 80 percent or better.

## Resources:

- [Overview for District Administrators](#)
- [Overview for Teachers Administering the Alternate](#)
  
- [CTAA TEA Responsibility Checklist](#)
- [CTAS TEA Responsibility Checklist](#)
  
- [CTAA System User Guide](#)
- [CTAA Test Administration Manual](#)
- [CTAS Test Administration Manual](#)
  
- [CTAA Assessing Students who are Blind, Deaf, or Deaf-Blind Additional Guidance](#)
- [CTAS Assessing Students who are Blind, Deaf, or Deaf-Blind Additional Guidance](#)



**Questions**





THANK  
YOU!